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ABSTRACT

An integrated model of instruction in language and culture uses a sequential method of discovering sensation, perception, concept, and principle to develop self-analysis skills in students. When planning activities for learning a language and developing cultural understanding, teachers might follow a sequence such as the following: introduce students to linguistic and cultural items through the senses, have students interpret these linguistic and cultural phenomena, ask students to formulate linguistic and cultural concepts as a way to organize knowledge and identify values, and assist students to develop appropriate ways of responding in diverse linguistic and cultural situations. The elements of communicative proficiency include interactional use of the language, linguistic competence, discourse and cultural inference, and strategic functions. To attain the goals of an integrated culture and language curriculum, teachers must provide students with appropriate vocabulary, situations, functions, and cultural presentations. Then they must be able to provide an analysis of the culture by drawing from various sources and disciplines. To facilitate this task, a list of topics with questions and cultural concepts for exploration is presented. (MSE)

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A Model of Instruction for Integrating Culture and Language
Anthony Papalia

To see the earth as it truly is, small and blue and beautiful in that eternal silence where it floats, is to see ourselves as riders on the earth together, brothers on that bright loveliness in the eternal cold--brothers who now know that they are truly brothers.

--MacLeish viewing a picture of earth taken from the moon

It is commonly accepted that culture is embedded in the language and it represents man's entire heritage--all knowledge, beliefs, customs, and skills acquired as members of a given society. It describes all the ways in which a group of people act to satisfy their needs.

Although people on earth share similar physical, emotional, and group needs, individual cultures employ different strategies for satisfying those needs, each in correspondence with their own beliefs, customs, and traditions. These strategies and the resulting life styles will be further influenced by the climate, terrain, bodies of water, natural resources, and vegetation which are indigenous to that group in a particular area of the world.

The kinds of food eaten, the type of shelter built, the kinds of clothes that people wear vary according to the geographical setting, the climate, and the personal beliefs. In addition, because of the environment, history, economics, religion, traditions, folklore, and values, people develop preferred modes of living, communication, styles of relating to others, methods of achieving goals and awarding accomplishments, and modes of thinking, perceiving, and problem solving which may or may not differ from other cultures. As residents on the planet Earth, we all need and use languages to communicate with others; we seek knowledge, happiness, pleasure, self-esteem, love, justice, and goodwill, but we strive for these things in many different ways.

Since we are human "organisms," we tend to "organize" knowledge, learning, and values according to how we perceive reality. Therefore, it is important that teachers find out through questioning how students feel and think and how they have organized facts. This kind of questioning is part of what ethnographers call the self-disclosure technique. However, in order to be

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successful it is important to establish with students a good rapport. Through questioning, teachers have the opportunity to become aware how their students view the world around them and, later, to help them in abstracting, refining their perceptions, and in learning about themselves. Teachers may discover that the majority of their students do not possess skills for self-analysis. This is why the sequential mode of instruction of sensation, perception, concept, and principle is very useful. It provides insight on how students learn and lays the foundation for a learner-centered approach to language teaching and a cultural analysis of similarities and differences. Without this pedagogical "fit" our chances for tailoring instruction to the individual and developing cross-cultural understanding and a world-centered view in our students will be difficult. In this integrated model of instruction, cultural topics are identified which also serve as a basis for teaching a thematic vocabulary. Emphasis is placed on using the language as a medium of communication in situations which are culturally loaded.

An Integrated Model of Instruction

Basic phases in learning a language and cultural concepts may be facilitated or hindered by the manner in which content is presented and dealt with. When planning activities for learning a language and for developing cultural understanding, it is suggested that teachers use this sequential mode of instruction.

Sensation

Students are introduced to the linguistic and cultural items through the senses. (What I see, hear, and touch.) During this phase, teachers should provide an environment for spontaneous reactions so that students feel free to indicate what the stimulus has evoked. Knowledge, beliefs, customs, skills, behaviors, life-styles, and other cultural manifestations are presented through sensory modalities.

Perception

Students are asked to interpret the linguistic and cultural phenomena. (What do I make of it?) Here teachers "debug" the minds to find out what students' beliefs, knowledge, attitudes, and feelings are. They must identify how the cultural items which have been presented affected the individual, how the learner organized the new knowledge, and what conclusion he or she has drawn.

Concept

Students are asked to formulate the linguistic and culture concepts. (What is the code, message, belief, custom, value?) Teachers help in organizing of new knowledge and in developing an awareness and identification of values. They help in analyzing facts and behaviors as a manifestation of that culture by discovering causal relationships and value systems.

Principle

Students are asked to develop a guide to action. (Why do people have certain beliefs, customs, and values and how are they guided applying them?) Teachers, through rational thinking and emotional acceptance, develop an analysis and commitment to relativism. They develop situations or simulations in which students apply the new knowledge and predict ways of valuing and behaving proper to the people whose language they are studying. In addition, they promote an analysis of the learner's value system and an ability to analyze a given culture from within (emic) rather than from without (etic).

The topics, the age of the learners, and their ability to manipulate concepts determine how in depth cultural items can be treated by the teacher. However, by using the above mentioned sequence of instruction, students are involved in observation, reflection, and valuing. Through these phases teachers have the opportunity to develop situations whereby students are willing to receive through the senses, respond to what has been received, discover values, organize their own value system, and act in a principled way.

In creating a curricular plan which develops functional communication and integrates linguistic and cultural skill, teachers are encouraged to use the suggested model of instruction and to identify significant practical situations, topics, and ideas with which students need to deal. Within those categories they must then identify the purpose for interacting (functions). Finally, they must select the formulae or structures that are appropriate for the functions and have students use them in context.

The functions indicate why language is used and for what purpose, while the formulae or expressions are examples of utterances which carry out the expressed function. Their meaning is derived by the settings in which language is used and by the interpretations that exist in a given speech community. The focus is not on the particular grammatical form of the utterance, but on what is said.

It is commonly accepted that developing communicative proficiency requires understanding of the context, of the role that participants play, and of the selection of appropriate choices of language to fit the specific situation. Thus, communicative proficiency depends on:

1. Interactional use of the language in the social context (roles of the participants, purpose for interacting, and appropriateness of utterances);
2. Linguistic competence (lexical, morphological, syntactic, and phonological features of a language);
3. Discourse and culture inference (appropriate interpretation of connected sentences leading to a coherent, global and meaningful whole, and appropriate interpretation of cultural manifestations and values); and
4. Strategic functions (manifestations for coping with a variety of factors dealing with misunderstanding, clarifying, pausing, taking time to collect one's thoughts, reactive listening, etc.).

How teachers integrate these components within the framework presented in the instructional model is a key to success. While moving toward this integration, it is important that students be placed in situations in which they must actively use the tasks, obtain facts, and respond to facts.

To describe what communications students should be able to handle, the New York State Syllabus for secondary schools, which is in progress, suggests an organization which is topical, situational and functional. However, language teachers in developing communicative proficiency should be highly concerned on the one hand with the subject matter they are transmitting, such as kinesics, culture, vocabulary, syntax and phonology and on the other hand with the way students process information, with their styles, modes of learning, needs, interests and abilities which effect learning. In this process, materials must appeal to multisensory modalities and should be topically oriented to aid the learner. In addition, students should be guided through analysis to formulate appropriate linguistic and cultural concepts to be applied in real communication.

In acquiring language proficiency on certain topics, students should also: 1) become aware that there is no right or wrong way of handling conventionalities. There are only different ways. They should be able to recognize, identify, and even predict appropriate reactions of members of the

target culture in specific social situations; 2) realize the influence of traditions on cultural behaviors and be able to recognize, distinguish, and interpret the basic structure of family and interrelationships between the family structure, education, religion, government, and economics; 3) be aware of the existence of other forms of government and their functions and predict openmindedly different solutions to universal problems such as warfare, unemployment, and pollution; and 4) become familiar with specific facts pertaining to geography and climate and identify the social and economic life of the people of a particular region with the purpose of analyzing these items and formulating a concept of the national way of life.

To reach these goals, teachers must provide students with appropriate vocabulary, situations, functions, and cultural presentations. Then, they must be able to provide an analysis of the culture by drawing from various sources and disciplines. To facilitate this task a list of topics with questions and cultural concepts for exploration is presented to the reader. This topical listing* is basic in planning a curriculum leading to bilingualism and biculturalism.

<u>Topics and Thematical Vocabulary</u>	<u>Questions and Cultural Concepts for Exploration</u>
Family / Home Life	- Family closeness - Family structure - Expressing emotions - Sense of privacy - Relationships with family members - Mother as child-bearer/rearer - Father as bread-winner - Nuclear vs. extended family - Accepting guests into the home - Adoption
House	- Owning a house / Living in an apartment - Rooms: How many? What are they? - Types of houses - Neighborhoods

*For a more complete listing see Developing Communicative Proficiency and Cultural Understanding in Secondary Language Programs published by the New York State Association of Foreign Languages, 1102 Ardsley Road, Schenectady, NY 12308

- Dating
 - Parental involvement
 - Male/female relationships
 - Where and how to meet friends
 - Escort/chaperones
 - When a girl is considered an "old maid"
- Eating
 - Meal times/habits
 - Preparation of meals
 - Diet/types of foods
 - Amount of food eaten at meals
- Children / Child Rearing
 - Nurturing discipline
 - What makes good or bad children?
 - Who has children? Does income affect this decision?
- Shopping
 - Family budget
 - Types of markets
 - Frequency of going shopping
 - Freshness/convenience
 - Types of stores: Large department stores vs. small dealer owned markets
- Occupation / Profession
 - Wealth/survival
 - Amount of choice in selecting a career
 - Sense of dependability
 - Getting a job
 - Work-status or lack of it
 - Selection of type of work
 - Individuality
 - Earning a livelihood
- Holidays
 - How are holidays celebrated?
 - Influence of church or lack of it
 - Do people work? Are they paid?
- Transportation
 - Public vs. private transport
 - Means, modes, schedules
 - Efficiency of transportation
 - Types of travel (class)
- Sports
 - Active vs. passive participation
 - Availability of sports scholarship
 - How do sports enter into daily life?
 - Are sports figures held in high esteem?
 - Possibility of a university career in sports
 - Fitness/excellence
 - Dominance in society
 - Competition, exercise, excitement
 - Types of sports enjoyed
 - Audience reactions: hissing, booing, etc.

- Clubs
 - Service to public group, specialization
 - What purpose do clubs fulfill?
 - Who joins clubs
- Press
 - Is there censorship?
 - Availability of newspapers
- Restaurants
 - Place to meet friends for entertainment
 - Multi/diverse
 - Frequency of visits/convenience
 - Types (i.e., fast-food chains, international cuisine)
- Music
 - Types of music enjoyed
 - U.S. influence upon music
 - The role of music in society
 - Aesthetic value of music
 - The role of music as an indicator of the cultured person
- Movies
 - Types of movies
 - What we consider entertainment
 - The movie industry
 - Censorship in movies
 - Are most films dubbed?
 - Where are they produced?
- Television
 - Station / Program variety
 - Kinds/times of programming
 - Peoples' likes/dislikes
 - Availability of television
- Dancing
 - What kinds of dances are popular?
 - Live music vs. canned music
 - Is dancing prohibited?
 - Where do people dance? With whom?
- Recreation
 - Sports as a social activity
 - Interest development
 - Intellectual pursuit
 - Expenses involved
 - Personal development/learning
 - Hobbies
- Educational Instruction
 - Amount of schooling
 - Does wealth influence type of school?
 - Amount of freedom in school
 - Prestige associated with amount of schooling
 - Acceptable level of education
 - Strictness/leniency in discipline
 - Importance of education in society
 - Roles of church/state
 - Avenue to social mobility

Mores and Folklore	- What are the most common beliefs? - Are there supernatural beliefs or suspicions? - How do mores and folklore influence daily life? (Ex. - almost everyone in Spain makes the sign of the cross when a bus or plane starts)
Fine Arts	- Classic forms of art - Famous artists - Historical significance and how it affects the present - What we value artistically - Art as an expression of life - Art as a cultural expression of aesthetics
Museums	- Admission? - Influence of art - Art for public? - Cultural implications
Exhibitions	- Sidewalk displays - Types of art/influences - Public galleries
Daily Weather	- How weather affects us - Progress determining weather in advance
Sports and Activities	- Which sports are played in which season? - How do we adapt?
Regions	- How do regions differ from one another? - Diversity of climates - How do regional differences affect the people?
Regional Influence	- What foods/occupations are found in which climate? - Clothing with seasons - What effects on the people? - Are styles of living adapted to environment? How?
Friendship	- Companion relationship - With whom does one make friends? - Types of greetings - Importance of close friends - Physical displays as overt reactions to friend's closeness (kissing, hugging)

John William Ward, President of the American Council of Learned Societies,
in a presentation at the U.S. Office of Education on March 7, 1983, on

"Understanding Ourselves" insisted that there are aspects of reality which we cannot see and questions we literally cannot ask. We are all born at a certain moment of time and into a particular historical culture. We are born into families which have a particular place in the social and economic structure of society. We all have our particular experiences in life. All of these massive forces--cultural, historical, social, psychological--act as a screen which allows us to see some things but blinds us to other things. The job of education, he concluded, is to punch some holes in that screen. The task of learning and education is figuratively to get out of ourselves, to transcend the brute determinations which limit us. Communicating in a second language provides us with this opportunity. Through another language and another culture, we enter into a world not of our making where we compare, analyze, and assess our value systems. Language and culture form a seamless web and are inseparable. Therefore, in teaching a second language, it behooves teachers to use a model of instruction which integrates language and culture and allows for a learner-centered approach to maximize learning and a cultural analysis to understand similarities and differences.